***GRASPS Frame***

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| ***G***  Real-World **Goal** | Students will develop an understanding of the Ancient Cultures of the world. |
| ***R***  A meaningful **role** for the student | Students will take on the role of a regular citizen in their assigned ancient culture. |
| ***A***  Authentic real-world (or simulated) **audience** | Modern day citizens in elementary schools around the country. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Citizen from an ancient civilization was transported through time to the current year. They have been called to describe the everyday happenings of their life to schools around the country. |
| ***P***  Student-generated culminating **products** and **performances** | Formative-Brainstorming paper listing sources and information.  Summative- Video, live presentation, slideshow presentation, or poster board describing a day in the life of a regular citizen in their assigned ancient civilization. |
| ***S***  Consensus-driven performance **standards** for judging success | 6SS2: Students analyze the geographic, political, economic, religious, and social structures early civilizations of Mesopotamia, Egypt, and Kush.  6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.  6SS4: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.  6SS5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.  6SS6: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. |